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Two source units in ninth grade english

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Master's Paper

TWO SOURCE UNITS IN NINTH GRADE ENGLISH

Submitted by

Austin Joseph Freeley

(B.S. in Ed., Boston University, 1944)

In partial fulfillment of the requirements for the degree of Master of Education

1946

First Reader: Roy O. Billett, Professor of Education

Second Reader: Edward J. Eaton, Professor of Education

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CHAPTER ONE

INTRODUCTION

The writer attempts to present in this paper two source units suitable for use in the teaching of ninth-grade English. The two units are based on novels that frequently appear in the literature taught at the ninth-grade level, namely, David Copperfield and Ivanhoe.

The units presented in this paper represent an effort to apply the principles of the unit method.[1/]

The terminology used in this paper with reference to the unit method is that used by Dr. Billett.

There is a distinct difference between the source unit and the teaching unit. The teaching unit is prepared by the teacher who will use it. It is prepared with a specific class and teaching situation in mind. The teacher who prepares a teaching unit should be thoroughly familiar with the pupils, having a detailed knowledge of their past experience and achievements. The teacher should also be thoroughly familiar with the physical make-up of the class room and building, and have first-hand, detailed knowledge of available teaching aids.

1/ As set forth by Dr. Roy O. Billett in Fundamentals of Secondary-School Teaching with Emphasis on the Unit Method. Boston: Houghton Mifflin Co, 1940 pp. 671

The source unit, on the other hand, is prepared for general use in a given grade. The writer does not have a specific class in mind. Rather, it is designed to be a teaching aid to any teacher of a given subject and grade who has a thorough knowledge of the principles of the unit method.

The teacher who wishes to make the best possible use of this source unit will undertake to follow the program outlined below.

1. Make a detailed study of the class that will use this unit. The following items must be considered:

   a. previous grades in English

   b. previous grades in other school subjects

   c. Intelligence Quotients

   d. scores in English on standardized tests

   e. scores in other subjects on standardized tests.

   f. extra-curricular interests of individual pupils

   g. out-of-school interests of individual pupils

   h. family backgrounds of individual pupils

   i. all other available information that the teacher considers pertinent

2. Make a detailed study of the source unit.

3. Select those parts of the unit that will be most useful in the specific teaching situation.

4. Modify other parts of the unit to suit the special needs and abilities of the pupils.

5. Add to the source unit such unit assignments, optional related activities, and other items as will increase its usefulness to the pupils.

6. Teach the unit in accordance to the principles of the unit method.

CHAPTER TWO

UNIT ORGANIZATION OF DAVID COPPERFIELD

Statement of the Unit

Charles Dickens was one of the greatest English writers. In many respects he is the father of the modern novel. A familiarity with, and an appreciation of his works are essential to a person living in a country where the English language is spoken and where English customs prevail.

He was among the first writers to discover that there was a story in the common people, and that a novel could be used as a powerful instrument for social reform.

"David Copperfield" is one of Dickens's most famous works, written at the height of his career. It is in large part autobiographical; it paints a vivid picture of life among the poorer class in England at the dawn of the Industrial Revolution.

Dickens attained a pinnacle of fame and fortune not reached by any other author until his time. His works had a profound effect upon English and American letters and a wide felt social significance.

Delimitation of the Unit

1. From the wide range of David Copperfield's experiences, there are many probably profitable vicarious experiences for present day youth. A few of these are:

a. David learned that true friends cannot be judged by their station in life.

b. David learned to make the best of difficult situations.

c. He learned from the Micawbers that great dreams alone are not sufficient, but must be implemented by hard work.

d. David learned self-control in the face of hardship.

e. From his many and varied experiences, David learned the importance and value of getting along with people.

f. David learned the value of courtesy in dealing with people.

2. The process of David's growing up is well portrayed and will give insight into many of the pupil's own problems of adolescence. Some of these problems which are particularly well handled in the story are:

a. David met and solved the problem of making his own way in the world.

b. David's method of choosing a vocation

illustrated firstly the wrong method, and secondly how perseverance can overcome adversity and successfully bridge the gap from an undesirable occupation to a lucrative and highly desired vocation.

c. David learned that a pretty face should not be the sole criteria for the selection of friends from the opposite sex.

d. David passed through the "awkward stage" and finally, with the aid of Steerforth, acquired the social ease and grace so sought after by the adolescent.

3. David's loyalty to his friends and the conflict of these loyalties presents thought-provoking problems to the reader. Some such problems are:

a. How far can personal loyalties be maintained when they conflict with the accepted social standards?

David was faced with this problem when Steerforth ran away with Emily.

b. When it becomes necessary to choose between friends, what should be the bases for the choice?

David sought to remain loyal to friends who were estranged from one another. Finally he was faced with the necessity of choosing among them.

c. Which should take precedence: loyalty to friends or personal gain?

Peggotty was faced with this problem several times during the story.

d. Is loyalty peculiar to any one class?

David learned the answer to this problem through his association with Peggotty.

4. Dickens is a master of humor, and we can recognize many of our own weaknesses in his characters.

5. In many ways, David Copperfield is Dickens. A recognition of this is the key to the life and times of a great author.

6. In David Copperfield, we find an accurate and socially significant picture of London and England in Dickens's times.

7. We cannot forget that Dickens is a social reformer and his pen was a powerful influence in his times.

Probable Indirect and Incidental Learning Products

1. An appreciation of the fact that a novel can have social significance.

2. An appreciation of fine literature as contrasted with poorly written sensational books.

3. An attitude of awareness to social injustices and a desire to correct such injustices.

4. An attitude of interest in the past and a desire to learn more about it.

5. An attitude of sharing learning products.

6. An appreciation of the value of a good home.

7. An attitude of friendliness toward others.

8. An attitude of being industrious.

9. An appreciation of the necessity of facing the realities of life.

10. A realization that first impressions are not always the best.

11. An ability to see how the present can contribute to the future.

The Unit Assignment
(Tentative time allotment: five weeks, five periods a week.)

1. Charles Dickens was one of the greatest writers in English literature. He was a poor boy who became rich and famous. See what else you can find out about him.

Write a brief biography of Charles Dickens. Tell: when he lived, when he died, something of his boyhood and later life, and list a few of his famous books.

(Read 1: 363-368;1/ 2: Vol. 7, 321, 333, 334, 335)

2. Miss Betsy Trotwood was an unusual person. See what your opinion of her is at the time of David's birth. Remember her--you'll meet her again.

Peggotty and Mrs. Copperfield appear for the first time, too. You'll like them.

(Read 1: 368-378)

3. David goes on a trip and meets Ham, Emily, and Mrs. Gummage. After a wonderful visit at Yarmouth, he returns to find things much changed.

Who is Mr. Murdstone? Miss Murdstone? What do you think of them? What happens to David?

(Read 1: 379-395)

4. Who is Barkis? What does "Barkis is willin'" mean? What happens to David at the inn? Why would you

1/ To be read as follows: Pages 363 to 366, inclusive, of the first reference in the reading list at the end of your study guide.

like or dislike to travel in a stage-coach? What happened when David arrived at Salem House? Compare Salem House to your own school.

(Read 1: 396-404)

*5. Items 1 through 4 are to be completed in the first week. A definite date will be set by the teacher for the completion of the biography.

6. a. "Traddles" and Steerforth are important characters, will meet often in the story. What do you think of them?

b. What kind of a man is Mr. Creakle?

c. What makes David popular with the other boys?

d. Who visits David at Salem House?

(Read 1: 405-419)

7. As a study help, answer, in a short paragraph, these questions:

a. What are your impressions of Betsy Trotwood?

b. What picture have you formed of Peggotty?

c. Do you share David's fondness for Peggotty? Why?

d. Why was David doing so poorly with his lessons?

---

*Items marked with asterisk (*) indicate that they are for the teacher's use. Unmarked items appear in pupils' mimeographed study guide.

e. Who stands by David most loyally in the first crisis in his life? In what manner?

f. What was pathetic about David's trip from Blunderstone to Salem House?

(Read 1: 366-404)

*8. The teacher will set a definite date for the completion of item 7.

9. a. How did David spend his Christmas vacation Do you think he enjoyed it?

b. What sad news did David receive?

c. Compare the attitude of Peggoty toward David with that of the Murdstones.

d. What plans do Peggotty and Mr. Barkis make?

e. What plans does Mr. Murdstone make for David?

(Read 1: 420-436)

*10. An essay type test is to be presented to the pupils in mimeographed form. Answers are to be short paragraphs.

a. How was David's birth a disappointment?

b. What are your impressions of David's mother?

c. How do you account for David's attitude toward the advances of Mr. Murdstone to his mother?

d. How did David find his home changed after his return from Yarmouth?

e. Why do you think a friction grew up between David's mother and Peggotty?

f. In what ways have schools improved since David's days at Salem House?

g. In what ways did Steerforth contribute to David's happiness?

h. Why do you disagree with the Murdstone's opinion of Peggotty?

i. Contrast some of the customs of David's time with those of ours.

j. How did the death of David's mother affect the Murdstones?

11. a. Compare David's working conditions with those in a similar business today. (hours, pay, surroundings, etc.)

b. If you were making a motion picture of "David Copperfield," what actor would you choose for the part of Mr. Micawber? Why?

c. What service did David perform for the Micawbers?

d. Why don't we have debtors' prisons today?

"Read 1: 437-447)

*12. Still pictures from the movie "David Copperfield" will be displayed about the room during the unit. They will be used for reference by the pupils as they carry on their work and in class discussion at the discretion of the teacher.

13. a. What does Mr. Micawber do after his release from prison?

b. What decision does David make? How does he happen to make this decision?

c. Describe David's adventures on the way to Dover.

d. How does Betsy Trotwood receive David?

e. Do you agree with her opinion of Mr. Dick?

f. What was the result of Aunt Betsy's interview with the Murdstones?

(Read 1: 447-468)

14. a. What is your first impression of Mr. Wickfield? Uriah Heep? Agnes?

b. Tell why you agree, or disagree, with Aunt Trot's advice to David? (1: 471 line 15-16)

c. What do you think Dr. Strong's motive was?

(Read 1: 468-482)

15. An essay type test: the questions are presented to the class in mimeographed form. Answers are to be in the form of short paragraphs.

a. What kind of work did David do at Murdstone and Grinby's?

b. By what circumstances was David drawn into the troubles of the Micawbers?

c. What details in the life and personality of the Micawbers amused you?

d. Which of the pathetic misfortunes that befell David on his way to Dover do you regard as his worst experience?

e. What was Aunt Betsy's first thought when she met David?

f. Explain how your impressions of Aunt Betsy have changed.

g. Why were you amused or disgusted by the interview between the Murdstones and Aunt Betsy?

h. What plans did Aunt Betsy make for David's education?

i. What promise does the future seem to hold for David?

j. What have you observed in the Wickfield household which makes you feel that all is not well?

16. a. Who do you think the man is that Mr. Dick mentions?

b. What are your impressions of Uriah's home?

c. Why do you think Uriah went out of his way to make friends with Mr. Micawber?

d. Be ready to discuss questions 1 through 10 on page 493.

(Read 1: 483-493)

17. Class discussion based on questions 1 through 10.

(1: 493)

18. The unit assignment, through item 16 is to be completed by the second week.

19. a. What changes do you notice in Mr. Wickfield?

b. What is your opinion of Jack Maldon?

c. Why does David set out on a trip?

d. Who does David meet in London?

e. What do you think of Rosa Dartle? Do you know any people like her?

f. What plans have Emily and Ham made?

g. Describe David's visit to Yarmouth.

(Read 1: 483-515)

20. a. What was Miss Mowcher's mission?

b. What is a proctor?

c. Who do you think the mysterious man is that Aunt Trot meets? Does this remind you of something Mr. Dick once said?

d. What arrangements are made for David?

(Read 1: 515 - 533)

21. a. Was David's housewarming party a success?

b. What news does Agnes give David? Does it surprise you? Be able to explain your answer.

c. What old friend does David meet?

d. What is your opinion of Uriah now?

e. Under what circumstances does David meet an old enemy?

f. How does David feel about Dora?

g. What sort of a person is Dora? Be prepared to give a brief description of her.

(Read 1: 534-553)

22. a. What news does Traddles give David?

b. Explain why you think, or do not think, something "extremely profitable" will "turn up" for Mr. Micawber?

c. Where have you met Littimer before? What sort of a person is he? What is unusual about his visit?

d. What news does David receive from Steerforth?

(Read 1: 554-567)

23. An essay type test. The test questions are presented to the class in mimeographed form. Answers are to be in short paragraphs.

a. What plans did Aunt Betsy have for David upon graduation from Dr. Strong's?

b. What signs of inexperience did David show on his trip from Canterbury to London?

c. Why do you think that Steerforth was a spoiled son?

d. How did Steerforth's personality change as he grew older?

e. What doubts and perplexities were on David's mind as he started his new career?

f. How does Agnes show that she is unhappy and worried?

g. What unwelcome confession does Uriah Heep make to David?

h. Under what circumstances does David meet Miss Murdstone after all these years?

i. Why did David make plans for a trip to Yarmouth?

j. What new difficulties faced David's friends?

24. a. What do you think is behind Rosa's questions?

b. Why does Steerforth ask David such an unusual favor? (1: 570, lines 9-10)

c. What do Mr. Barkis's last words remind you of?

d. What shocking news do they receive from Emily? How does it affect David?

e. What does Miss Mowcher tell David? Does she keep the promise she makes?

f. Can you explain Mrs. Steerforth's attitude? Rosa's?

(Read 1: 567-586)

25. a. What do you think of Mr. Murdstone's new plans?

b. Compare the social attitudes of Mr. Spenlow and David. Prove that one is conservative, the other liberal. Do you agree with Mr. Spenlow? (1: 590, lines 1-3)

c. What sort of a person is Julia Mills? Would you like her as a friend?

d. What important decision do David and Dora make? Compare this to a similar event today.

e. Aunt Trot tells David some amazing news. How did this a ppen? What changes does it make in their lives?

f. What further change do you find in Uriah and Mr. Wickfield?

g. Compare Agnes and Dora. Which do you like the better? What kind of a person will each be in ten years?

(Read 1: 586-605)

26. Essay type test. Questions are to be presented to the class in mimeographed form. Answers will be in the form of brief paragraphs.

a. How did Aunt Betsy face misfortune?

b. In what way had Traddles fallen victim to the Micawbers?

c. What crisis did David face with the loss of Aunt Betsy's fortune?

d. By what means did Mr. Dick help out in the financial emergency?

e. What amusing complications arose between Aunt Betsy and Mrs. Crupp?

f. How did Dora receive the information of David's property?

g. What difficulties did David's engagement bring?

h. What difficulties did his marriage promise?

i. Why has David undertaken a new kind of studying?

j. How does David show promise that he will overcome the obstacles in his path?

27. The unit assignment, through item 24, is to be completed by the third week.

28. a. What adjustments does David make to the new situation?

b. Why did the Micawbers move to Canterbury?

c. What sort of complications arise in David's romance? Who is responsible for them?

d. What advice does Agnes give David? Do you think a similar situation would arise today? Would Agnes give the same advice today?

e. What changes do you find in Mr. Wickfield's household? How do you account for them?

(Read 1: 605-631)

29. a. What news does David hear of Emily? From whome does he hear it?

b. Compare the arrangements David makes to see Dora with a similar situation today.

c. What sort of a wife do you think Dora will make?

d. Describe David's married life.

e. What new occupation does David enter? Was there anything in David's earlier life that might have led him to choose this work? What future do you think it has?

(Read 1: 631-660)

30. An essay type test. The questions will be presented to the class in mimeographed form. Answers will be in the form of short paragraphs.

a. How did Miss Murdstone score another victory over David?

b. What new obstacle lays between Dora and David?

c. Why was it impossible for David and Agnes to resume their old intimacy?

d. How was David assured that Agnes would never "sacrifice herself to a mistaken sense of duty"?

e. Contrast David's interview with Dora's aunts with a similar incident today.

31. a. Explain why you agree, or disagree, with David's thoughts about Mrs. Strong. (1: 665)

b. What do you think of Steerforth's and Littimer's behavior with Emily? Of whom do you approve, or disapprove, the more?

c. What unexpected help do David and Mr. Peggotty gain in their search for Emily?

d. Who is the man who has been annoying Aunt Trot throughout the story?

e. Compare Agnes and Dora. Which bears up better under difficulty? Which is the better manager? What has there been in their earlier life that is responsible for this?

(Read 1: 660-680)

33. a. Why do you think Dora wished to speak her last words to Agnes?

b. What new venture do the Micawbers undertake? Do you think they will be any more successful than in the others?

c. Describe how Ham and Steerforth died. What is ironic about this?

d. Contrast David's second marriage with his first.

(Read 1: 705-718)

34. a. The unit assignment, through item thirty, is to be completed by the fourth week. This will complete the reading of the novel.

35. Exhibit of optional work. Have your optional work ready for exhibition along with the work of the other pupils. Let the teacher know well in advance if you are planning to make sketches, models, reports, write or take part in dramatizations, so that the necessary time can be arranged for them. See the file of optional work for suggestions of things you can do. If you have any other ideas, tell them to the teacher and see if they will be approved.

36. Reports on outside reading. If you have read one of the books suggested in the optional work file, or a book that the teacher has approved be ready to give your report to the class. Tell briefly what the book is about,

describe the main characters, tell about an interesting part of the book, and explain why you liked or did not like the book.

37. Two, or possibly three days will be used for the pooling and sharing of worthwhile learning. A card file of optional related activities is to be made available to the pupils at the beginning of the unit. Pupils are to have access to it throughout the unit. (The optional related activities suggested in this paper should be typed on 4 x 6 cards, and be placed in a wooden file box that will be kept in the room in a spot readily available to the pupils.)

A pupil-teacher committee will be formed (by pupil election, if this seems advisable) early in the work on the unit. This committee will select the most worthwhile of the optional related activities and arrange a time-table for their presentation.

*38. The pupils will be assigned a paper on the subject, "What I learned from the unit on 'David Copperfield.'" Sub-topics to be included in this paper are: Charles Dickens, David Copperfield as a Boy, David Growing Up, Loyalty to Friends, Dickens's Humor, England in Dickens's Times, Some Important Social Problems.

These questions are the items of the delimitation. They are deliberately stated in very general terms. It

is desired to get the pupils' reaction to these broad areas rather than confining them to a specific field.

These papers will form a part of the basis of evaluation of pupil growth. However, their chief purpose will be to aid the teacher in evaluating his own teaching. These papers will not be returned to the pupils to keep, but will be retained by the teacher for his files. As time permits, he should analyze them and use them as a basis for improving and enriching the unit.

*39. The long objective test, to be administered at the end of the unit may present difficulties to the pupils if they are not familiar with this particular type of test.

In order that the pupils may thoroughly understand the test and be familiar with its mechanical make up the following plan is suggested.

At the completion of the Pooling and Sharing period the teacher will put on the blackboard a paragraph that states some important idea of the unit. (The paragraph should be one prepared by the pupils.)

The pupils are then asked to select key words or phrases in the paragraph. The key words or phrases should be words that, when erased, could be replaced only by a person familiar with the unit.

These key words and phrases are then erased from the paragraph and placed in a column at the left. Other words

that might fit into the blanks, but which would not be correct, are then added to this column.

By merely adding numbers and letters in the proper places the teacher will then have built, with class assistance, a specimen test item.

The teacher should carefully explain that the items in the test are built in this fashion.

Pupils should be given an opportunity to study the sample test item and to ask any questions.

If the teacher thinks it advisable this procedure may be repeated.

While it is advisable to use pupil-prepared paragraphs and pupil selected key words and phrases, the teacher should lead the discussion and place the paragraph and answers on the blackboard. Care should be taken that the sample placed on the blackboard follows <u>exactly</u> the format of the final objective test.

#40. The long objective test on the entire unit. This test will be administered upon the completion of the pooling and sharing of the learning products by the pupils, at the end of the fifth week's work on the unit. This test is identified as "Final Test." The scoring key will be found in the appendix.

DAVID COPPERFIELD

FINAL TEST

Directions -- Read Carefully

In Column 2 of this test certain words or phrases have been left out. Show that you know what word or phrase has been left out of each blank.

Do this by placing the letter in front of the blank in the parentheses in front of the word or phrase omitted. Do not use the same letter in more than one pair of parentheses, nor more than one letter in any one pair of parentheses.

If one section seems hard, don't spend too much time on it. Go on to the next section. When you have finished, go back and complete any sections you may have skipped.

Study the example below -- then go ahead with the rest of the test.

EXAMPLE

Column 1	Column 2
1. (___) 17th	
2. (_c_) The Christmas Carol	
3. (___) Tom Sawyer	David Copperfield is
4. (_b_) Charles Dickens	a (a) _____ by (b) _____.
5. (_d_) 19th	The story takes place
6. (___) Mark Twain	in (c) _____ in the
7. (___) 18th	(d) _____ century.
8. (_c_) England	Another famous story
9. (___) France	by the same author is
10. (___) poem	(e) _____.
11. (___) New York	
12. (_a_) novel	

Section I

Column 1

1. (___) Miss Murdstone
2. (___) Peggotty
3. (___) Uriah
4. (___) Mr. [illegible]
5. (___) his s[illegible]
6. (___) The Rookery
7. (___) London
8. (___) Salem House
9. (___) Something will turn up
10. (___) Barkis is willing

Column 2

David Copperfield was born at (a) _____, where he lived happily with (b) _____ and their servant, (c) _____.

When David was very young, his mother married (d) _____. He and (e) _____ came to live with the Copperfields.

David was sent to school at (f) _____. Barkis drove the cart that took David away. He gave David a message to send to Peggotty. It was (g) _____."

Section II

Column 1	Column 2
11. (___) his mother	At school, David met
12. (___) Wickfield and Heep	two new friends. One,
13. (___) Murdstone and Grimby	(a) _____, was the leader
14. (___) Traddles	of the school. The
15. (___) Mr. Micawber	other was (b) _____.
16. (___) Steerforth	David soon became
17. (___) in debt	very popular at school,
18. (___) tell stories	because he could (c)_____.
19. (___) Barkis is willing	After (d) _____
20. (___) something would turn up	died, David was sent to (e) _____ to go to work
21. (___) Dover	in the firm of (f) _____.
22. (___) London	It was while he was
23. (___) make boats	there that David met
24. (___) Mam	(g) _____, a man who was
25. (___) David would return	always (h) _____ but always sure that (i) _____.

Section III

Column 1	
26. (___)	Miss Murdstone
27. (___)	Aunt Betsy
28. (___)	London
29. (___)	Mr. Micawber
30. (___)	Dover
31. (___)	Yarmouth
32. (___)	prison
33. (___)	The Murdstones
34. (___)	Salem House
35. (___)	Agnes
36. (___)	the poor house
37. (___)	Mr. Dick

Column 2

(a) _____'s debts became so great that he was sent to (b) _____.

David was very unhappy at his work. He decided to run away to (c) _____ and try to find (d) _____, whom he had never seen.

At first it was not certain that he would be allowed to stay. However, (e) _____ was in favor of it, so David stayed.

(f) _____ came and demanded that David be returned to them. His aunt was more than a match for (g) _____.

Section IV

Column 1	Column 2
38. (___) Mr. Micawber	(a) _____ decided that it was time for David to go to (b) _____.
39. (___) Mr. Dick	
40. (___) Mr. Wickfield	It was arranged that David would live with (c) _____, a lawyer. While he was there, David met (d) _____, who became a loyal friend, and Uriah, a very (e) _____ person.
41. (___) Steerforth	
42. (___) Aunt Betsy	
43. (___) Dora	
44. (___) school	
45. (___) Uriah	
46. (___) rich	David did his work well. (f) _____ came to visit him often. He was somewhat disturbed when (g) _____ met (h) _____, an old friend of David's days in London.
47. (___) humble	
48. (___) work	
49. (___) visit friends	
50. (___) Agnes	

Section V

Column 1	Column 2
51. (___) his home	When David finished school, (a) _____ decided he should (b) _____. While he was away, he was to (c)_____.
52. (___) Emily	
53. (___) Aunt Betsy	
54. (___) choose a vocation	
55. (___) Miss Murdstone	David met his old friend, (d) _____, who took him to (e) _____. There he met (f) _____, a rather unpleasant woman.
56. (___) see the world	
57. (___) Rosa Dartle	
58. (___) Peggotty	
59. (___) Traddles	From there, they went to (g) _____ where they visited (h) _____ and her family. Steerforth seemed to become very interested in (i) _____.
60. (___) Steerforth	
61. (___) Mr. Micawber	
62. (___) Dover	
63. (___) write a book	
64. (___) Yarmouth	

Section VI

Column 1		Column 2
65. (___)	Uriah	(a) _____ advised David to take a job as a (b) _____. (c) _____ arranged for David to become an apprentice in the firm of (d) _____ in (e) _____. It was arranged that David would live in a boarding house run by (f) _____. David learned from Agnes that (g) _____ had become a (h) _____ in the firm and was gaining more and more influence over (i) _____.
66. (___)	Steerforth	
67. (___)	Dora	
68. (___)	Mr. Wickfield	
69. (___)	Mrs. Crupp	
70. (___)	Mrs. Barkis	
71. (___)	proctor	
72. (___)	Spenlaw and Jorkins	
73. (___)	Wickfield and Micawber	
74. (___)	Aunt Betsy	
75. (___)	Dover	
76. (___)	Doctor's Common	
77. (___)	reporter	
78. (___)	partner	
79. (___)	Mr. Dick	

Section VII

Column 1	Column 2
80. (___) left the house	David was invited to Mr.
81. (___) Agnes	Spenlow's house. There he met
82. (___) Traddles	(a) _____. David (b) _____ at
83. (___) Dora	once.
84. (___) Miss Murdstone	David also met (c) _____
85. (___) money	at the Spenlow's. His old
86. (___) fell in love	(d) _____ was then employed as
87. (___) dog	a (e) _____.
88. (___) Uriah	Dora was a (f) _____
89. (___) light-headed	young girl whose chief interest
90. (___) enemy	in life seemed to be her
91. (___) confidential friend	(g) _____.
92. (___) wise	Back in London again,
93. (___) shrewd	David met his old school chum,
94. (___) lawyer	(h) _____, who was studying to
95. (___) nurse	become a (i) _____.

Section VIII

Column 1

96. (___) Barkis
97. (___) troublesome
98. (___) Micawber
99. (___) kindly
100. (___) Steerforth
101. (___) London
102. (___) Littimer
103. (___) Yarmouth
104. (___) Dover
105. (___) Aunt Betsy
106. (___) polite
107. (___) Uriah
108. (___) Mrs. Crupp

Column 2

At Traddle's, David met another old friend, (a) _____, who was hourly expecting something profitable to turn up.

To celebrate the reunion of old friends, David gave a party at (b) _____'s. As usual she was very (c) _____.

The party was spoiled by the arrival of (d) _____, who was looking for (e) _____.

After the party broke up, Steerforth arrived from (f) _____. He brought news that an old friend, (g) _____, was dying.

Section IX

Column 1

109. (___) Uriah
110. (___) Emily
111. (___) Dora
112. (___) Barkis
113. (___) Steerforth
114. (___) Mr. Peggotty
115. (___) Traddles
116. (___) Miss Mowcher
117. (___) Agnes
118. (___) Miss Murdstone

Column 2

David arrived at Yarmouth in time to see (a) _____ before he died.

More bad news came when Ham informed them that Emily had run away with (b) _____.

Help came from an unexpected source when (c) _____ told David that she would help him.

(d) _____ set out to search for Emily. David, torn between his loyalty to two old friends, decided that (e) _____ had been wronged and that Steerforth was a villain.

Section X

Column 1

119. (___) divorced
120. (___) Agnes
121. (___) Mr. Spenlow
122. (___) Aunt Betsy
123. (___) Julia
124. (___) engaged
125. (___) married
126. (___) Mr. Dick
127. (___) Miss Murdstone
128. (___) Dr. Strong
129. (___) Dora
130. (___) Wickfield and Heep
131. (___) Barkis
132. (___) Uriah

Column 2

David continued to court (a) _____. At last they became (b) _____, and it was decided that (c) _____ would act as a go-between for their letters.

Just as his love affair was going so well, David learned that (d) _____ had lost all her money, and that she and (e) _____ would have to live with him.

David added to the family income by going to work for (f) _____.

(g) _____ discovered the letters that David had written to Dora. A few days after this, (h) _____ died and Dora's whole life was changed.

Section XI

Column 1	Column 2
133. (___) lawyer	David gave up his job and
134. (___) recovered	became a (a) _____. He
135. (___) calm and happy	married (b) _____, and she
136. (___) poor	proved to be a (c) _____
137. (___) novel	housekeeper. Their life was
138. (___) expose	(d) _____.
139. (___) help	David began work on a
140. (___) influence	(e) _____.
141. (___) always upset	Mr. Micawber, who had
142. (___) Steerforth	been in the employ of (f)_____,
143. (___) Dora	decided that the time had
144. (___) broken	come to (g) _____ him. As a
145. (___) Uriah	result, Uriah's (h) _____
146. (___) Julia	with Mr. Wickfield was
147. (___) clever	(i) _____, and Aunt Betsy's
148. (___) reporter	fortune was (j) _____.
149. (___) David	

Section XII

Column 1	Column 2
150. (___) The Micawbers	
151. (___) America	(a) _____ died. A few
152. (___) Agnes	years later, David remarried.
153. (___) Dora	(b) _____ made him a (c) _____
154. (___) Aunt Betsy	wife and ran his household
155. (___) Julia	very (d) _____.
156. (___) Steerforth	(e) _____ died in an
157. (___) Yarmouth	attempt to rescue (f) _____
158. (___) Australia	from a shipwreck.
159. (___) Traddles	(g) _____ returned, and
160. (___) Emily	with Mr. Peggotty, she left
161. (___) good	for (h) _____. (i) _____
162. (___) inefficiently	also went with them, this time
163. (___) efficiently	with a hope that something
164. (___) poor	might turn up.
165. (___) Ham	

041. This test should be retained by the teacher (after the pupils have been permitted to see and discuss it) for the purpose of establishing norms, evaluating test items, improving the test, and enriching the unit, for such diagnostic work as may be necessary, and for the general purpose of aiding the teacher in doing a better job of teaching the next time he uses this unit.

Optional Related Activities

1. Prepare a theme on one of the following topics. Ask the teacher for permission to present it to the class. If you think of another topic, ask the teacher if you may use it.

a. The streets of London (1: XI, XXVII)

b. Famous inns of Dickens's day (1: VIII, IX, XIX)

c. Coaching down to London (1: V, IX, XIX)

d. At the mercy of the landlady (1: XXIV, XXV, XXVIII)

e. The seamy side of London (1: V, XI, XIII)

f. A pilgrimage to Canterbury (1: XV)

g. The Inns of the law courts (1: XXIII, XXXIII)

h. A hike to Dover (1: XIII)

2. The shipwreck scene (1: 710 - 714) is one of Dickens's most vivid. Write this scene in play form and

arrange with the teacher to present it, with the help of some of your friends, to the class.

3. Dickens was a propagandist for social reform. What does he think of debtors' prisons? What do you think of them? Prepare a short talk on the subject. Ask the teacher's permission to present it to the class. (1: Chapter XI)

4. Dickens wrote about child labor. Would you like to work under the conditions David did? Why? (or why not?)

Find out if conditions like these exist today.

(1: XI, XII)

5. The treatment of the poor in his day was a subject of many of Dickens's writings. Compare the condition of the poor then and now.

(1: Chapters V, XI, XXVII, XLVII, L)

6. In Dickens's day, there were very rigid social distinctions. Find out about them. Compare them with conditions as they exist today.

(1: Chapters VI, XVII, XX, XXVI, XXVII, XXXII)

7. Funerals and mournings were rigidly regulated by custom in Dickens's time. Find out about them, and compare them to our present day customs. (1: IX, XXI)

8. Although colleges for women, women's vote, and many other freedoms are recent, we now take them for granted. Find out what women's position was in Dickens's time.

Compare women then and now. Tell when you would prefer to live. (1: IV, XXXVIII)

9. Here is a list of books you will like if you enjoyed "David Copperfield." After you have finished reading "David Copperfield," ask the teacher for permission to make a book report on one of these:

"Little Citizens" -- Myra Kelly

"Penrod" -- Booth Tarkington

"Penrod and Sam" -- Booth Tarkington

"The Story of a Child" -- Pierre Lati

"The Story of a Bad Boy" -- T. B. Aldrich

"Huckleberry Finn" -- Mark Twain

"Oliver Twist" -- Charles Dickens

"The Real Diary of a Real Boy" -- H. A. Shute

"Jeremy" -- Hugh Walpole

"Jeremy at Crale" -- Hugh Walpole

"On Being a Boy" -- C. D. Warner

"Emmy Lou, Her Book and Heart" -- G. M. Martin

10. Refer to the text and to the unabridged library copy of "David Copperfield."

On a map of England, show David Copperfield's travels. Be sure to include the Rookery, London, Blunderstone, Salem House, and all the other places where David had friends, lived, or visited. If this is well enough done, your map may be placed on the bulletin board. (1: 407)

11. Read carefully the text (pages 391 - 395) and the unabridged library copy of "David Copperfield" about the events leading up to David's being sent to Salem House. Write this up in the form of a radio script. If the teacher approves it, it may be broadcast to the class. Great leeway in "cutting" the original story should be allowed. This should produce some excellent writing, high enthusiasm, and a better understanding of the story.)

12. Read carefully the part of the story telling about David's birth. (1: pages 367 - 371. Also see an unabridged copy of the book in the library.) Write this scene in play form, and enact it before the class. (You must have the approval of the teacher in advance.)

13. Mr. Micawber's exposal of Uriah Heep is one of the most famous scenes in "David Copperfield." Working with a group of your fellow students, rewrite this scene as a radio script and ask the teacher for permission to present it for the class. (1: 696 - 708)

Reading List For Pupils Use

1. Hidden Treasures in Literature III
2. Encyclopaedia Britannica, IV
3. The Personal History of David Copperfield (unabridged), Charles Dickens
4. The England of Dickens, Walter Dexter
5. The Man Charles Dickens, E. Wagenknecht
6. Pickwick Papers, Charles Dickens
7. Oliver Twist, Charles Dickens
8. The Old Curiosity Shop, Charles Dickens
9. Nicholas Nickleby, Charles Dickens
10. Martin Chuzzlewit, Charles Dickens
11. A Christmas Carol, Charles Dickens
12. A Tale of Two Cities, Charles Dickens
13. The Life Of Charles Dickens I, John Forester
14. The Childhood and Youth of Dickens, Robert Lanton
15. The Real Dickens-Land, H. S. and C. W. B. Ward
16. Dickens's Own Story, Sir W. R. Nicoll
17. The England of Song and Story, J. M. Curtis
18. The Comedy of Charles Dickens, Kate Dickens

Reading List for Teacher's Use

Dexter, Walter, Mr. Pickwick's Pilgrimages, Philadelphia: J. B. Lippencott, 1925

_____, Charles Dickens, Dickens To His Oldest Friend: The Letters of a Lifetime From Charles Dickens to Thomas Beard, London: Putnam, 1932

Nats, Bertram W., Dickensian Inns and Taverns, New York: Charles Scribner's Sons, 1922

Moreland, Arthur, Dickens Landmarks in London, London: Cassell and Company Limited, 1931

Moult, Thomas, Forty Years in My Bookshop, Boston: Houghton, Mifflin Company, 1923

Shore, William T., Charles Dickens and His Friends, New York, Cassell and Company Limited, 1909

Whipple, Edwin Percy, Charles Dickens, Boston: Houghton, Mifflin Company, 1912

CHAPTER THREE

UNIT ORGANIZATION OF IVANHOE

Statement of the Unit

Sir Walter Scott was one of the masters of the English novel. "Ivanhoe" is, perhaps, the high point in the brilliant galaxy of novels that came from his prolific pen.

Within the sweeping scope of "Ivanhoe" are included many of the customs and traditions of England that carry over to the present day.

Scott wrote to entertain, and hence, took certain liberties with history. These liberties, however, are of interest only to the antiquarian. Scott's picture of the life and customs of the time forms an essential base for one who would appreciate the origin of many of our modern customs and institutions. Only through an understanding of these origins can one fully comprehend contemporary life.

The essence of the novel is Scott's presentation of the timeless concept of the necessity of the Code of Honor which must govern the conduct of the individual, as much today as it did in the Middle Ages.

Delimitation of the Unit

1. Throughout the story it is stressed again and again that even in the Dark Ages men lived by a Code of Life. In reading the story the pupil may come to realize that this Code was all that made the existence of any type of society possible in a barbarous era.

The pupil may be led to understand that in our present day life a Code of Honor is also necessary in dealing with one's fellow-man. He may be inspired to develop for himself a Code that will apply to his own real-life situation.

2. The story reveals life under a totalitarian government. The picture presented is a clear one. Under the best of tyrants, life is precarious; under the worst, it is unbearable.

The plot of the story reveals that under feudalism the individual exchanged freedom for security--and then found lost all means of redress when the security was found to be less than promised.

Under skilled leadership the pupil may come to understand the similarity between feudalism and modern totalitarianism and realize that the conflict between modes of government that offer false security and those that offer freedom still continues.

3. The manner in which "justice" was administered in Ivanhoe's time and the present day presents a sharp contrast. A realization should be awakened in the pupil that our present-day ideals of justice frequently exceed contemporary practice.

A realization that the very Prince John seen in the story was, some time after Rebecca's trial, forced to sign the Magna Charta, may enable the pupil to better understand the need for this fundamental document and to appreciate the conditions that brought it into being.

An understanding of the character of Prince John and the men around him may help the pupil to appreciate our present-day safeguards and realize the need of guarding them jealously.

4. An understanding of the development of the English language, and an appreciation of the fact that it is a blending of many languages, is a desirable outcome of the work on this unit.

Not only are many examples of this given throughout the story, but the author specifically points it out in the opening chapters.

Probable Indirect and Incidental Learning Products

1. An appreciation of the problems faced by minority groups.

2. A sympathetic understanding of the problems of minority groups.

3. An appreciation of the cultural contributions of minority groups.

4. An attitude of interest in the past and a desire to learn more about it.

5. An attitude of sharing the learning products.

6. An appreciation of the values of a democratic form of government.

7. A realization of the responsibilities of the individual in a democratic form of government.

8. A realization that first impressions of people are not always the best ones.

9. An appreciation of our modern court system.

10. An ability to see how the present can contribute to the future.

The Unit Assignment
(Tentative time allotment: six weeks, five periods a week.)

1. Sir Walter Scott's life would make an interesting story itself. A sickly child, he overcame his illness to become a famous poet and novelist.

In the middle of his career he was winning wide-spread fame when he was threatened with financial ruin.

The story of how he overcame these difficulties and rose to world-wide fame would make a fascinating book.

Consult the introduction to the story and the Encyclopaedia Britannica to find out about the life story of this great man.

Write a biography of Scott. Include some of the important events of his childhood, his education, his later life, and some of his best known works. (See books 2, 4, 5 in the Reading List.)

*2. The teacher will set a date for the completion of the biography of Scott. This will be due at the end of the first week's work on the unit.

3. In the opening chapter we find several interesting examples of how the English language developed. See how many you can find. Can you think of any others?

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*Items marked with the asterisk (*) indicate that they are for the teacher's use. Unmarked items appear in the pupils' study guide.

We meet some important characters early in the story. Scott describes them well. Study them carefully and form your own opinion of them.

a. Wamba was a jester. Was he a fool too?

b. What sort of a person was Gurth?

c. Do you like Prior Aymer? Why did the people accept them him as their priest?

d. The Templar was described as half soldier, half monk. How would you describe him?

(Read 1: 23 - 50) 1/

4. a. What sort of a man was Cedric? Would you like to have him as a friend?

b. Explain Lady Rowena's unusual influence over Cedric.

c. Who was Wilfred?

d. What wager was won at the dinner? What new wager was made?

e. Explain why Rowena was so interested in news of Ivanhoe.

f. Explain the Palmer's strange influence over Gurth.

g. For what invention is commerce indebted to Jews?

1/ To be read as follows: Pages 23 to 50, inclusive, of the first reference in the reading list at the end of your study guide.

h. What gift did Isaac give the Palmer?

i. How has your original opinion of the Palmer changed?

(Read 1: 51 - 100)

*5. The biographies of Scott assigned earlier will be due at the completion of item four, the end of the first week's work on the unit.

The teacher will select biographies to be read aloud. This will serve as a start for a class discussion on Scott's life.

The story of Ivanhoe thus far will be discussed with especial emphasis on items two and four of the delimitation.

6. a. What were general conditions in England at the time of the story?

b. What sort of a person was Prince John?

c. Explain the great change in Isaac's manner at Ashby.

d. Why was Cedric so quick to defend Athelstane? Why was he called "Athelstane the Unready"?

e. How were opponents chosen in the tournament? What was the difference between "arms of courtesy" and "outrance"?

f. Who was to name the Queen of Love and Beauty?

g. What was the program for each of the three days of the tournament? Why did Prince John hold these games?

Was he successful in his purpose?

h. Describe the contest between De Bois-Guilbert and the Disinherited Knight.

i. Why did the selection of the Queen displease Prince John?

j. Describe Prince John's conduct throughout the day. How did it effect his popularity with the people?

(Read 1: 101 - 145)

7. a. Why did the squires call on the Disinherited Knight?

b. Who was the Disinherited Knight?

c. Contrast the attitude of Isaac with that of Rebecca toward Gurth.

d. Describe Gurth's encounter with the thieves.

e. What were the laws of the second day of the tourney? Do you agree with the description? (1: 179)

f. Explain the strange conduct of Le Noir Faineant.

g. Who was the Disinherited Knight?

h. What news did Prince John receive?

i. Does the story of the archery contest seem familiar? Have you read it before in another story?

j. Compare the Saxon and Norman manners to those of the present day.

k. How did Cedric win a triumph at the banquet?

(Read 1: 146 - 206)

*8. An objective test will be administered to the pupils upon completion of item seven, at the end of the second week's work on the unit.

This test is designed to determine the pupils' familiarity with the characters in the story. Such a test is deemed necessary because of the large number of major characters in the story, and because several of the more important characters appear under different names. Unless the pupil has the ability to recognize the various characters, the story will seem hopelessly confused.

This test is identified as "Test Number One." The scoring key will appear in the appendix.

IVANHOE

Test Number One

Match the names in Column A with the descriptions in Column B. Do this by putting the letter that appears before the description (Column B) in front of the right name (Column A). Some letters may be used more than once. Leave two pairs of parentheses blank.

EXAMPLE:

Column A	Column B
(c) 0. Sir Walter Scott	a. a doctor
	b. German musician
	c. an author

Now go on with the rest of the test.

Column A	Column B
(___) 1. The Palmer	a. advisor to Henry
(___) 2. Rebecca	b. a Templar
(___) 3. Fitzurse	c. King of England
(___) 4. Richard	d. Malvoisin's home
(___) 5. Wamba	e. Cedric's home
(___) 6. Oswald	f. ward of Cedric
(___) 7. Locksley	g. "The Fremchman"
(___) 8. Prior Aymer	h. "The Unready"
(___) 9. De Bois-Guilbert	i. "The Saxon"
(___)10. Isaac	j. son of Cedric
(___)11. Gurth	k. a jester
(___)12. Rowena	l. champion archer
(___)13. The Disinherited Knight	m. Knight of St. John
	n. helped Coningsburgh escape
(___)14. John	o. came to Deadichardo's rescue
(___)15. Henry	
(___)16. Athelstane	p. a merchant
(___)17. Rotherwood	q. daughter of Isaac
(___)18. Ashby	r. a monk
(___)19. De Bracy	s. a money lender
(___)20. Wilfred	t. a swineherd
(___)21. Cedric	u. advisor to John
(___)22. The Black Knight	v. scene of the tourney
(___)23. Ivanhoe	w. an ambitious prince
	x. a mercinary
	y. Cedric's daughter
	z. a messenger

9. We find a wicked plot afoot. Men are planning to steal a kingdom. Meanwhile the Saxon's head, unknowingly, into danger.

a. What arguments did Fitzurse use to strengthen his plot?

b. What was De Bracy's plan?

c. Does there seem to be something familiar about the Clerk? Where have you met him before--in another story?

d. How did Cedric display unselfishness and loyalty? Why was Wilfred banished from the house of his father?

(Read 1: 207 - 245)

10. "Out of the frying pan into the fire" well describes what happens to some of the characters in the fast action that takes place.

a. How did Rebecca persuade the Saxons to allow the Jews to join their party? Who was the "sick person"?

b. How did Gurth show his real character?

c. How could you have foretold the action of Cedric and Athelstane during the attack?

d. How did Wamba and Gurth gain allies?

e. Why did De Bracy change his plans?

(Read 1: 246 - 276)

11. The prisoners were held within the grim walls of Torquilstone, each for a different purpose, each in a

different place.

a. What happened to:

1. Cedric and Athelstane?

2. Isaac?

3. Rowena?

4. Rebecca?

b. How did Urfried happen to be in the castle?

c. Compare the conduct of Rowena and Rebecca in the face of danger.

(Read 1: 277 - 314)

12. Help sometimes comes from unexpected sources. When things seemed darkest, an old friend offered rescue to one of the prisoners.

a. How did Front-de-Boeuf reply to "the most extraordinary cartel that was ever sent across the draw-bridge of a baronial castle"?

b. How was it that Wamba was the one chosen to undertake the daring plan?

c. How did he show his great loyalty to his master?

d. How did Cedric show his loyalty to the Saxon cause? Did this help you to understand better his attitude toward Ivanhoe?

e. How well did Cedric play his new role? How did it happen that he failed to meet his son?

g. How did the Black Knight happen to be at Torquilstone?

(Read 1: 314 - 336)

#13. An objectified essay test will be administered by the teacher upon completion of item twelve, at the end of the third week's work on the unit.

This test is identified as "Test Number Two." The scoring key will be found in the appendix.

Ivanhoe

Test Number Two

1. How did both the Normans and the Saxons feel about the Jews?

2. Give two examples from the story that prove that this feeling was unjust.

3. Give three examples from the story that <u>best</u> show Cedric's great loyalty to the Saxon cause.

4. What good quality do you particularly admire in both Gurth and Wamba?

a. What very convincing proof of this quality does Gurth give?

b. How does Wamba give proof that he, too, has this quality, as well as great courage?

5. Who shows herself to be the better woman in the face of danger, Rowena or Rebecca? Prove your answer with examples from the story.

14. Bold knights fought for their very lives in a furious battle, and the lives of others hung in the balance.

a. What kindness was performed by Rebecca and Isaac?

b. How did De Bracy show that he had a Code of Honor?

c. How did Rebecca happen to care for Ivanhoe during the battle?

d. To whom was Ivanhoe referring when he said, ".... methought there was but one man in England that might do such a deed"? (1: 363)

e. How did the attackers gain an advantage in the first assault?

f. How did Ulrica gain her revenge?

g. How did this help the Saxons?

(Read 1: 358-399)

15. When a man became a knight he took certain vows to uphold a code of honor.

Most knights kept that code faithfully. We find that such wicked men as De Bracy still respected at least some of the code. (Read 1: 372)

a. See what other examples of the knights' code of honor you can find. (1: 304-306 is one example, find others.)

b. Draw up a code of honor for the knights of

Ivanhoe's time.

c. How would this code of honor apply today? (Read Code of a Good Sport, by Grantland Rice.)

d. Make up your own code of honor to apply to yourself.

e16. Item fifteen provides an excellent opportunity for class discussions based on item one of the delimitation.

The teacher will designate a definite date for the pupils to pass in individual codes of honor.

This date will be during, or at the end of, the fourth week's work on the unit.

17. Events changed rapidly during the battle. We got a hint about the identity of an old friend.

a. How was the leadership of the attack divided?

b. Who was the Black Knight?

c. How did De Bracy again show that he respected some of the code of honor?

d. How did De Bois-Guilbert escape?

e. What did De Bracy mean when he said, "....there are hawks abroad!"? (1: 414)

f. What happened to:

1. Ivanhoe?

2. Rowena?

3. Rebecca?

4. De Bois-Guilbert?

5. De Bracy?

6. Front-de-Boeuf?

7. Isaac?

(Read 1: 400-410)

18. Dawn the day after the battle found a different sort of a scene. Important promises were made that would change the lives of our friends and the history of a nation.

a. What event saddened Cedric?

b. How was Gurth rewarded?

c. What advantage did Wamba find in the feudal system?

d. What did the Black Knight ask of Cedric?

e. What promise accompanied Locksley's gift to the Black Knight?

f. How was Isaac affected by the exchange of "presents" by the Friar and the Black Knight?

g. How were the ransoms of the Jew and the Prior set?

h. How did an earlier kindness of Rebecca's and Isaac's repay them many times?

(Read 1: 410-452)

*19. Cedric's freeing of Gurth and Wamba's remarks on the advantages of serfdom offer an excellent opportunity for a class discussion on the feudal system.

The discussion should bring out the fact that while feudalism gave the common people some degree of security, it did so at the price of taking away their liberties.

The analogy of security *vs.* liberty can then be applied to present day political systems, *i.e.* Facism *vs.* Democracy or Communism *vs.* Democracy.

20. One word frightened daring men. A wicked plot was laid.

a. What was the situation at York?

b. What news did De Bracy bring?

c. Why did De Bracy refuse to aid in John's plan?

d. How did John try to keep De Bracy's loyalty? How did you know that John did not have much confidence in his own plan?

(Read 1: 542-465)

21. At Templestowe we met a new character. See what you can find out about the inside workings of the Order of the Knights Templars.

a. What sort of a man was Beaumanior?

b. How did his presence at Templestowe change things?

c. How did Malvoisin seek to hid his laxity?

d. What arguments did Malvoisin use with De Bois-Guilbert?

c. What advice does Conrade give Malvoisin?

f. What would a modern court think of the evidence given against Rebecca?

g. How was Rebecca's guilt or innocence to be determined?

(Read 1: 465-503)

*22. Rebecca's trial offers a splendid opportunity for a class discussion on law and justice in the Middle Ages as contrasted with our present system.

The discussion should bring out such points as:

a. The Magna Charta as a basis for modern law.

b. The safeguards of our modern system.

1. Right of appeal

2. Right to call witnesses

3. Trained judges and lawyers

4. Regular established courts

c. The advantage of a trial by a jury of one's peers.

d. The significance of the Bill of Rights.

e. The significance of the power of the Supreme Court to declare a law unconstitutional.

*23. An objectified essay test will be administered by the teacher upon completion of item twenty-one, at the end of the fourth week's work on the unit.

This test is identified as "Test Number Three."

The scoring key will be found in the appendix.

Ivanhoe

Test Number Three

1. Both Rebecca and Isaac have performed many kindnesses without thought of any reward. Tell briefly how two of these kindnesses were repaid to them many times over.

2. Give two examples that show that De Bracy still follows some of the Code of Honor.

3. What advantages does Wamba find in the feudal way of life?

4. How does Prince John try to gain supporters for his plot?

   a. Give two examples.

5. Contrast Rebecca's trial with a present day trial. Point out five important differences.

24. Before the trial took place De Bois-Guilbert made an offer to Rebecca.

   a. What was De Bois-Guilbert's plan when he told Rebecca to ask for a champion?

   b. Why was Malvoisin so anxious to have the trial go on as planned?

   c. How did Rebecca reply to De Bois-Guilbert's offers?

(Read 1: 509-535)

25. The Black Knight was in serious trouble, but a promise was honored just in the nick of time.

a. How did Wamba show that he had rightly judged the Black Knight's character?

b. How did Richard deal with his would-be assassin?

c. Why did Robin Hood break up the banquet early?

d. What did you find unusual about the funeral of Athelstane?

(Read 1: 536-570)

*26. Question (c) in item twenty-five offers an excellent opportunity for a class discussion on totalitarian government.

Robin Hood, a loyal friend of Richard, and one who had just saved his life, was still afraid of him, although Richard was the best of absolute monarchs.

The discussion can be related to item two of the delimitation and may bring about a very worth-while comparison of totalitarian and democratic governments.

27. A stubborn man kept a promise that helped to influence the course of History.

a. Of what promise does the Black Knight remind Cedric?

b. Why was Athelstane held prisoner?

c. What angered him most about his captivity?

d. Why did the guests suddenly depart?

(Read 1: 571-586)

28. a. How did Rebecca reply to De Bois-Guilbert's new offer?

b. How did Rebecca show her great courage?

c. How did justice triumph in this trial by combat?

d. Why did Rebecca fail to thank Ivanhoe after the combat?

(Read 1: 587-601)

29. a. How did Richard deal with the traitors?

b. What caused Cedric to abandon his great ambition?

c. How did Richard repay Ivanhoe?

d. Why did Rebecca pay her respects to Rowena instead of to Ivanhoe?

e. Why were Rebecca and Isaac planning to leave England?

(Read 1: 602-616)

*30. An objectified essay test will be administered by the teacher upon completion of item twenty-eight, at the end of the fifth week's work on the unit.

This test is identified as "Test Number Four." The scoring key will be found in the appendix.

Ivanhoe

Test Number Four

1. Contrast the character of Richard with that of John.

2. What qualities in Richard made him a good king?

3. What qualities in Richard prevented him from being a better king?

4. Why did Cedric give up his life long ambition?

5. How did Rebecca show her strong character?

*31. After the class had adopted a Code of Honor (see Optional Related Activities) the teacher will require each pupil to prepare an individual Code of Honor, using the class code as a starting point. The pupils will be urged to modify and improve the code adopted by the class.

The individual codes will be submitted the day of the final objective test on the unit.

The codes are to be regarded as part of the final test. They will be graded subjectively. The teacher will use these codes as a means of evaluating pupil growth.

32. There will be an exhibition and presentation of optional work. Have your work ready to present along with that of the other pupils. Let the teacher know if you are planning to give an oral report or to take part in a dramatization, so that arrangements can be made to allow for the necessary time.

33. Reports on optional readings. Ask the teacher for a regular book report form for your optional readings. Hand in your report at the same time that the other optional work is presented.

*34. The long objective test, to be administered at the end of the unit may present difficulties to the pupils if they are not familiar with this particular type of test.

In order that the pupils may thoroughly understand the test and be familiar with its mechanical make-up the following plan is suggested.

At the completion of the Pooling and Sharing period the teacher will put on the blackboard a paragraph that states some important idea of the unit. (The paragraphs prepared by the pupils as an optional related activity are well suited to this purpose.)

The pupils are then asked to select key words or phrases in the paragraph. The key words or phrases should be words that, when erased, could be replaced only by a person who is familiar with the unit.

These key words and phrases are then erased from the paragraph and placed in a column at the left. Other words that might fit into the blanks, but which would not be correct, are then added to this column.

By merely adding numbers and letters in the proper places the teacher will then have built, with class

assistance, a specimen test item.

The teacher should carefully explain that the items in the test are built in this fashion.

The pupils should be given an opportunity to study the sample test item and to ask any questions.

If the teacher thinks it advisable this procedure may be repeated.

While it is advisable to use pupil-prepared paragraphs and pupil selected key words and phrases, the teacher should lead the discussion and place the paragraph and answers on the blackboard. Care should be taken that the sample placed on the blackboard follows exactly the format of the final objective test.

#35. The long objective test on the entire unit. This test will be administered upon the completion of the pooling and sharing of the learning products by the pupils, at the end of the sixth week's work on the unit. This test is identified as "Final Test." The scoring key will be found in the appendix.

IVANHOE

FINAL TEST

Directions -- Read Carefully

In Column 2 of this test certain words or phrases have been left out. Show that you know what word or phrase has been left out of each blank.

Do this by placing the letter in front of the blank in the parentheses in front of the word or phrase omitted. Do not use the same letter in more than one pair of parentheses, nor more than one letter in any one pair of parentheses.

If one section seems hard, don't spend too much time on it. Go on to the next. When you have finished go back and complete any sections you may have skipped.

Study the example below -- then go ahead with the rest of the test.

EXAMPLE

Column 1	Column 2
1. (f) poems	
2. ( ) Dickens	
3. (c) England	Ivanhoe is a (a) _____ by Sir
4. ( ) Wales	Walter (b) _____. The story takes
5. (a) novel	place in (c) _____ during the reign
6. (d) Richard	of King (d) _____.
7. ( ) John	Ivanhoe is one of the books in
8. ( ) fairy tale	the (e) _____ series. Besides
9. (b) Scott	these books the author also wrote
10. ( ) France	many (f) _____.
11. ( ) Scotland	
12. (e) Waverly	

Section I

Column 1	Column 2
1. (___) King Richard	Cedric, the (a) _____ ban-
2. (___) The Templar	ished his son (b) _____ from his
3. (___) Ivanhoe	home, (c) _____. He did not
4. (___) Prince John	suspect that the poor (d) _____
5. (___) Rowena	who visited his home was really
6. (___) Isaac	his son, returning from
7. (___) Rotherwood	(e) _____.
8. (___) Coningsburg	(f) _____ plotted to cap-
9. (___) York	ture one of Cedric's guests.
10. (___) the Holy Land	Ivanhoe learned of this and
11. (___) Palmer	warned (g) _____ of the plan.
12. (___) the Jester	As a reward for this
13. (___) armor	kindness, he received the
14. (___) Saxon	(h) _____ necessary to appear in
15. (___) keys	the lists at (i) _____.
16. (___) Ashby	
17. (___) London	
18. (___) Norman	

Section II

Column 1	Column 2
19. (___) Richard	During the absence of
20. (___) Fitzurse	King Richard, England was
21. (___) Prince John	ruled by (a) _____, a (b)_____
22. (___) de Bois-Guilbert	man. He had planned with his
23. (___) De Bracy	friends abroad, to keep his
24. (___) Friar Tuck	(c) _____ a (d) _____ and
25. (___) father	hoped to make himself (e)____.
26. (___) The Black Knight	(f) _____, under the
27. (___) captor	name of The Disinherited
28. (___) cruel	Knight, defeated his enemy,
29. (___) kind	(g) _____ in the tourney.
30. (___) prisoner	On the second day of the
31. (___) Athelstane	tourney, the Disinherited
32. (___) ambitious	Knight was in great danger,
33. (___) brother	but was rescued by (h) _____
34. (___) Ivanhoe	who was later found to be
35. (___) Earl of Essex	(i) _____.
36. (___) king	

Section III

Column 1	Column 2
37. (___) Richard	
38. (___) Wamba	(a) _____, the ward of
39. (___) Ivanhoe	Cedric, was chosen (b) _____
40. (___) Athelstane	of the tourney. It was
41. (___) Rebecca	Cedric's wish that she marry
42. (___) Rowena	(c) _____, as the marriage
43. (___) Ulfried	would help to unite (d) _____.
44. (___) Gurth	Ivanhoe was severely
45. (___) king	wounded in the tourney.
46. (___) queen	(e) _____ came to his aid.
47. (___) De Bracy	(f) _____ and de Bois-
48. (___) Isaac	Guilbert captured (g) _____
49. (___) the Normans	and his party as they
50. (___) de Bois-Guilbert	returned from the tourney. In
51. (___) Fitzurse	the fighting, they failed to
52. (___) John	notice that (h) _____ and
53. (___) the Saxons	Wamba escaped.
54. (___) Cedric	

Section IV

Column 1	Column 2
55. (___) Templestowe	
56. (___) serfs	Within the castle of
57. (___) torture	(a) _____, Front-de-Boeuf
58. (___) help	began to (b) _____ (c) _____.
59. (___) defied	Rebecca (d) _____ her captor,
60. (___) sing	(e) _____. Rowena could only
61. (___) cry	(f) _____ when she saw
62. (___) ransom	(g) _____.
63. (___) knights	Meanwhile, outside the
64. (___) Torquilstone	castle, Cedric's two (h) _____
65. (___) Locksley	met (i) _____. They deter-
66. (___) Isaac	mined to try to rescue the
67. (___) de Bois-Guilbert	prisoners. (j) _____ joined
68. (___) The Black Knight	them and they sent a
69. (___) De Bracy	(k) _____ to the castle.
70. (___) Prince John	
71. (___) York	
72. (___) rescue	
73. (___) bargained with	
74. (___) message	

Section V

Column 1	Column 2
75. (___) Ulfried	(a) _____ went into the castle
76. (___) Ivanhoe	disguised as a (b) _____. Although
77. (___) Gurth	he was supposed to be a (c) _____,
78. (___) Wamba	we have seen more than once that he
79. (___) Richard	was really a (d) _____ person.
80. (___) Cedric	Because of his great loyalty
81. (___) Athelstane	to the (e) _____ cause, (f) _____
82. (___) Isaac	wanted (g) _____ to escape in
83. (___) monk	his place.
84. (___) clever	On his way from the castle,
85. (___) wounds	Cedric met (h) _____ who told him
86. (___) knight	she would (i) _____ the attack.
87. (___) fool	Unknown to him, (j) _____ was
88. (___) Norman	a prisoner in the castle, unable
89. (___) Saxon	to fight because of his
90. (___) help	(k) _____.
91. (___) stop	
92. (___) promise	

Section VI

Column 1	Column 2
	During the battle,
	(a) _____ was killed.
93. (___) Ivanhoe	(b) _____ was defeated by
94. (___) Richard	(c) _____. (d) _____ made
95. (___) Athelstane	an escape and took (e) _____
96. (___) Front-de-Boeuf	with him.
97. (___) Ulfried	(f) _____ was seen to
98. (___) Rowena	fall in battle, and he was
99. (___) Rebecca	mourned by all the attackers.
100. (___) De Bracy	At a critical time in the
101. (___) Normans	battle, (g) _____ kept her
102. (___) De Bois-Guilbert	promise to aid the attackers
103. (___) Saxons	and thus gained (h) _____ on
104. (___) revenge	the (i) _____.
105. (___) aid	The Black Knight fought
106. (___) Prince John	his way through the castle
	to rescue (j) _____.

Section VII

Column 1	Column 2
107. (___) democracy	When Gurth was rewarded by
108. (___) dictatorship	Cedric, he chose (a) _____,
109. (___) land	because he was willing to take a
110. (___) serf	(b) _____ on his own (c) _____.
111. (___) free	Wamba was willing to remain
112. (___) rich	a (d) _____ because he preferred
113. (___) security	the poor life of which he was
114. (___) ability	(e) _____ to the chance he would
115. (___) certain	take if he were (f) _____.
116. (___) chance	The feudal way of life was
117. (___) money	like the present day (g) _____.
118. (___) poor	Under that system, a man is
119. (___) freedom	asked to exchange his freedom
120. (___) title	for (h) _____.

Section VIII

Column 1	Column 2
121. (___) others	We see several examples in the story that show that the knights followed a (a) _____.
122. (___) Richard's Laws	Although today we do not follow the same customs, we all should have some standards that we follow in our dealings with (b) _____.
123. (___) Ivanhoe	De Bracy's actions were an example when he did not tell De Bois-Guilbert that (c) _____ was one of the (d) _____.
124. (___) archers	Another important example was the way in which De Bracy (e) _____ to Richard. This is something that we (f) _____ always do in the present day.
125. (___) prisoners	
126. (___) kept his word	
127. (___) Code of Honor	
128. (___) should not	
129. (___) should	
130. (___) rule	
131. (___) revealed the plot	
132. (___) knights	

Section IX

Column 1

133. (___) minority
134. (___) voting
135. (___) safeguards
136. (___) always
137. (___) unfair
138. (___) while
139. (___) after
140. (___) should
141. (___) ideals
142. (___) before
143. (___) voters
144. (___) majority
145. (___) organized
146. (___) prejudices
147. (___) never
148. (___) not
149. (___) courts
150. (___) practices

Column 2

Rebecca was certain that the trial would be (a) _____. The judge and jury would reach a decision (b) _____ hearing the evidence.

Today we have many (c) _____ that (d) _____ prevent any injustice in a trial. However, some of our (e) _____ are ahead of our (f) _____.

Because there are many (g) _____ today, a person who is a member of a (h) _____ group can (i) _____ be sure of an absolutely fair trial.

Section X

Column 1	Column 2
151. (___) Code of Honor	(a) _____ arrived in time
152. (___) demand	to take (b) _____'s part in the
153. (___) Rebecca	trial.
154. (___) pardoned	Richard (c) _____ all of
155. (___) Ivanhoe	his enemies except (d) _____.
156. (___) Athelstane	(e) _____ was not dead,
157. (___) punished	but had been held prisoner.
158. (___) Richard	During his captivity, he
159. (___) John	decided that he would no longer
160. (___) Norman	fight for the (f) _____ cause.
161. (___) Saxon	He also decided that Ivanhoe
162. (___) plot	should marry (g) _____.
163. (___) Ulfried	(h) _____ recognized
164. (___) forgave	Richard as king and gave up
165. (___) Rowena	his life-long hope.
166. (___) De Bracy	(i) _____ reminded Cedric
167. (___) The Friar	of a promise he had made.
168. (___) Cedric	Cedric too had a (j) _____ and
	granted Richard's request.

Section XI

Column 1	Column 2
169. (___) justice	
170. (___) changeable	
171. (___) parliamentary	Rebecca and Isaac decided
172. (___) absolute ruler	to leave England. Ivanhoe was
173. (___) in favor	their friend and his (a) _____
174. (___) the knights	could have (b) _____ them.
175. (___) protected	They knew, however, that
176. (___) safe	under the (c) _____ system the
177. (___) feudal	king was the (d) _____. Even
178. (___) lives	a (e) _____ king like Richard
179. (___) powerful	was (f) _____.
180. (___) whim	They would have been
181. (___)	(g) _____ only while Ivanhoe
182. (___) bribed	was (h) _____ with Richard.
183. (___) influence	Thus their (i) _____ depended
184. (___) honor	on the (j) _____ of (k) _____.
185. (___) good	
186. (___) dishonest	
187. (___) one man	
188. (___) vote	

#36. This test should be retained by the teacher (after the pupils have been permitted to see and discuss it) for the purpose of establishing norms, evaluating test items, improving the test, and enriching the unit, for such diagnostic work as may be necessary, and for the general purpose of aiding the teacher in doing a better job of teaching the next time he uses this unit.

Optional Related Activities

The optional related activites are to be typed on four by six filing cards and placed in a file box that is easily accessable to the pupils. The teacher will explain the use of the file of optional related activities at the beginning of the unit. The pupils will be encouraged to work on these activities or any other activities they may think of that are approved by the teacher.

1. Construct a model of Rotherwood. Use cardboard, wood, or other materials. Prepare it to exhibit to the class. You may work on this with one or two friends.

(Read 1: 49, 50, 51, 93)

2. Make a plan or model of the interior of Rotherwood. Show the hall, the kitchen, Rowena's chamber, the Palmer's cabin, and the other rooms.

(Read 1: 51, 52, 83, 84, 87)

3. The characters wear distinctive costumes. They are

described in detail by Scott. Sketch some of them in pen and ink, or paint them in color.

Some distinctive costumes are mentioned in the descriptions of:

a. The Prior

b. The Templar

c. Isaac

d. Wamba

e. The Palmer

f. Gurth

g. Cedric

h. Rowena

(Read 1: 36, 61, 37, 53, 56, 66, 67, 62, 72, 25, 28, 29)

4. A Tournament, or Passage-at-Arms, was one of the most brilliant and colorful events of the Middle Ages. Draw pictures of the scene and the colorful costumes. Prepare to exhibit your work to the class.

Some colorful scenes are:

a. The lists at Ashby. (1: 103, 104, 105, 120)

b. La Rayone de la Beaulte et des Amours. (1: 108, 139, 140)

c. Prince John. (1: 109, 170)

d. Rebecca. (1: 110, 111)

e. The contest between De Bois-Guilbert and the

Disinherited Knight. (1: 128-129)

f. The knights drawn up for combat. (1: 171-173)

g. The archery contest. (1: 189, 190)

5. There are many interesting scenes in the events that take place at Front-de-Boeuf's castle. See how well you can portray them. Make pen and ink sketches or paint in water colors.

Here are some suggestions. See if you can find other suitable scenes.

a. The capture of Cedric's party (1: 250-251)

b. The Knight and the Clerk (1: 256-265)

c. The torture chamber (1: 277-288)

d. De Bracy and Rowena (1: 289-298)

e. Ulfried, Rebecca, De Bois-Guilbert (1: 299-313)

f. Wamba, Cedric, Athelstane (1: 328-331)

6. Here's another chance to build a model. See if you can build a model of Torquilstone. (Suggestion: For towers use round oatmeal boxes. Color with gray paint. While paint is still wet, roll boxes in sand. This will give the effect of being made of stone. Use cardboard for the battlements. Use light wood for the drawbridge and portcullis.)

(Read 1: 269-271)

7. Rebecca gives an exciting description of the storming of Torquilstone.

Work with two or three of your friends and write a radio script of this scene. Select students to play the different parts and present it to the class.

(Read 1: 374-387)

8. Design costumes for characters who lived at the time of the story. If you are very good at sewing you may be able to make some of these from suitable pieces of cloth and exhibit them to the class.

Some characters that wear colorful costumes are:

a. Gurth and Wamba (1: 28-34)

b. Cedric (1: 53-54)

c. Isaac (1: 72-73)

d. Rowena (1: 66-67)

e. Prince John (1: 109-110)

f. Rebecca (1: 110-111)

9. Front-de-Boeuf's deathbed scene is one of the most dramatic and terrifying that has ever been written. Work with two or three of your friends and see if you can prepare this scene as a radio script. Select pupils to play the different parts, and ask the teacher for permission to present it to the class. (1: 388-399)

10. Form a committee with some of your fellow-students. Ask the teacher for permission to examine the individual Codes of Honor prepared by each member of the class.

Study these carefully. See what points are mentioned

most frequently. What ideas are most important? After reading all the Codes, do you think of any new ideas that should be added?

Working with the other members of the committee see if you can write one Code of Honor that will be accepted by the whole class.

Present this to the class. Be prepared to lead a discussion on the subject.

The class may suggest new ideas and improvements. Include these in the Code and then ask the class to vote to see if they will accept the Code.

11. There are many vivid scenes in the battle at Torquilstone. See if you can sketch or paint some of them. Ask the teacher for permission to put your work on the bulletin board.

a. Rebecca Describes the Battle to Ivanhoe (1: 377-387)

b. Front-de-Boeuf's Death Scene (1: 393-399)

c. The Black Knight and Cedric at the Barbican (1: 403-405)

d. The Battle Between De Bracy and the Black Knight (1: 407)

e. The Templar Kidnaps Rebecca, the Black Knight Rescues Ivanhoe (1: 409-410)

f. De Bois-Guilbert Escapes (1: 412-414)

g. Athelstane Battles the Templar (1: 412-414)

h. Ulrica's Death (1: 415-417)

12. The laws of our modern courts grew out of feudal laws, but there have been many changes.

a. See how many examples of out-moded laws you can find in Rebecca's trial. (1: 508 is one example.)

b. Suppose you were Rebecca's defense lawyer. How would you disprove the evidence given against her? (1: 505 line 18 is easy to disprove--see how many others you can find.)

c. Using the examples you found in (a) and (b) as a basis, rewrite the trial scene as a playlet. Have the same judge and witnesses as in the story. Add a defense lawyer who cross-examines the witnesses. Have some of your class-mates take the various parts. Ask the teacher for permission to present it to the class.

(Read 1: 492-508)

13. Rebecca's trial could never take place today. Since that time we have won many safeguards to our freedom.

One of the most important of these is the Magna Charta which was signed by one of the characters in the story.

Another is the Bill of Rights in our own Constitution. List the safeguards that are guaranteed us in these two documents. Show how some of those safeguards would have protected Rebecca had they existed then. (Read 1: 492-508.

Also study copies of the Magna Charta and the Constitution.)

14. Scott gives an excellent description of the Castle of Coningsburgh. See if you can make a model of the castle, or draw a picture showing some of the details mentioned.

(See item six in the optional related activities file for suggestions on how to construct the castle.)

(Read 1: 565-572)

15. The pageantry and action of the trial by combat offers many colorful scenes. Draw or paint some of them to exhibit to the class.

a. The Grand Master Leaves Templestowe (1: 592-595)

b. The Combat (1: 598-601)

c. The Arrest of Malvoisin (1: 603)

d. The Departure of the Templars (1: 604-608)

16. Write a paragraph (not more than one hundred words) telling about one of the main ideas of the story.

Show the paragraph to the teacher. If you have done a good job it may be used in a class discussion later.

17. If you have enjoyed Scott's novels you will like his poetry too. Ask the teacher if you may read some of his poems, or parts of them, to the class. Be prepared to explain how Scott came to write them, and explain his ideas to the class.

Some of Scott's famous poems are:

a. Minstrelsy of the Scottish Border

b. The Lay of the Last Minstrel

c. Marmion

d. Lady of the Lake

e. Lord of the Isles

18. Besides Ivanhoe, Scott wrote many other novels. They are in different settings, but you will enjoy them just as much.

Ask the teacher for permission to prepare a book report to present to the class. Describe the setting of the story, introduce the main characters, and tell briefly the plot of the story. Explain to the class what you found interesting about the story and whether or not you would recommend it to them.

Some of Scott's better-known novels are:

a. Waverley

b. Bride of Lammermoor

c. Kenilworth

d. Talisman

e. Fair Maid of Perth

19. Prepare a theme on one of the following topics. If you think of other topics that you would like to write on, ask the permission of the teacher.

Here are some suggestions:

a. Changes in Table Manners Since Feudal Times

(1: XIV)

b. Funeral Customs in Ancient Times (1: XLI, XLII)

c. When Knights Were Bold (1: VII, VIII, IX, X, XII, XIII)

d. Errant Knights (1: XVI, XVII, XXXI, XXXII, XL, XLI, XLII, XLIV)

e. Medieval Justice (1: XXXVII, XXXXVIII, XLIII)

f. Life in a Medieval Castle (1: IV, V, VI)

g. A Business Deal (1: XXII)

Reading List for Pupils Use

1. Ivanhoe, Sir Walter Scott
2. Sir Walter Scott, R. H. Hutton
3. Literary Lives, Andrew Lang
4. Glenfinlas, Sir Walter Scott
5. Eve of St. John, Sir Walter Scott
6. Grey Brothers, Sir Walter Scott
7. Minstrelsy of the Scottish Border, Sir Walter Scott
8. The Lay of the Last Minstrel, Sir Walter Scott
9. Marmion, Sir Walter Scott
10. The Lady of the Lake, Sir Walter Scott
11. Waverley, Sir Walter Scott
12. Bride of Lammermoor, Sir Walter Scott
13. Kenilworth, Sir Walter Scott
14. Talisman, Sir Walter Scott
15. Fair Maid of Perth, Sir Walter Scott
16. Page, Esquire, and Knight, a Book of Chivalry, Marion F. Lansing
17. From Then 'Till Now, Julia A. Schwartz
18. The Prince and the Page, Charlotte Yonge
19. Stories of Our European Forefathers, Henry S. Chapman

Reading List for Teacher's Use

Brewer, William, Shakespeare's Influence on Sir Walter Scott, Boston: Cornhill Publishing Company, 1925

Caplan, Albert, The Biography of Sir Walter Scott, Philadelphia: The Head of Scott Press, 1928

Geddie, John, The Scott Country, London: Blackie and Son Limited, 1936

Langer, Andrew, Scott and the Border Minstrelsy, New York: Longmans, Green and Company, 1910

Lieder, Lanett, and Root, British Poetry and Prose, Boston: Houghton, Mifflin Company, 1938

Pope-Hennessy, Dame Una, Sir Walter Scott, New York: G. P. Putnam's Sons, 1932

Rogers, Mary, The Waverley Dictionary, Chicago: S. C. Grigg and Company 1879

Saintsbury, G., The Historical Novel, New York: Charles Scribners and Sons, 1897

Woodberry, George, Great Writers, New York: The McClure Company, 1907

APPENDIX

David Copperfield

Scoring Keys

Section I:	Section II:	Section III:	Section IV:
1. e	11. d	26. g	38. h
2. c	12. ___	27. d	39. f
3. ___	13. f	28. ___	40. c
4. d	14. b g	29. a	41. ___
5. b	15. g	30. c	42. a
6. a	16. a	31. ___	43. ___
7. ___	17. h	32. b	44. b
8. f	18. c	33. f	45. g
9. ___	19. ___	34. ___	46. ___
10. h	20. i	35. ___	47. e
11. ___	21. ___	36. ___	48. ___
12. ___	22. e	37. e	49. ___
	23. ___		50. d
	24. ___		
	25. ___		

Section V:	Section VI:	Section VII:	Section VIII:
51. e	65. g	80. ___	96. g
52. i	66. a	81. ___	97. c
53. a	67. ___	82. h	98. a
54. c	68. i	83. a	99. ___
55. ___	69. f	84. c	100. e
56. b	70. ___	85. ___	101. ___
57. f	71. b	86. b	102. d
58. h	72. d	87. g	103. f
59. ___	73. ___	88. ___	104. ___
60. d	74. c	89. f	105. ___
61. ___	75. ___	90. d	106. ___
62. ___	76. e	91. c	107. ___
63. ___	77. ___	92. ___	108. b
64. g	78. h	93. ___	
	79. ___	94. i	
		95. ___	

Section IX:

109. ___
110. ___
111. ___
112. a
113. b
114. d
115. ___
116. c
117. ___
118. ___

Section X:

119. ___
120. ___
121. h
122. d
123. c
124. b
125. ___
126. e
127. g
128. f
129. a
130. ___
131. ___
132. ___

Section XI:

133. ___
134. i
135. ___
136. c
137. e
138. g
139. ___
140. h
141. d
142. ___
143. b
144. i
145. f
146. ___
147. ___
148. a
149. ___

Section XII:

150. i
151. ___
152. b
153. a
154. ___
155. ___
156. f
157. ___
158. h
159. ___
160. g
161. c
162. ___
163. d
164. ___
165. e

Scoring Key

Ivanhoe

Test Number One

1. (l)
2. (g)
3. (u)
4. (c,o)
5. (k)
6. ( )
7. (l)
8. (r)
9. (b)
10. (s)
11. (t)
12. (f)
13. (i)
14. (w)
15. ( )
16. (h)
17. (e)
18. (v)
19. (x)
20. (i)
21. (i)
22. (o,c)
23. (l)

Scoring Key

Ivanhoe

Test Number Two

1. How did both the Normans and the Saxons feel about the Jews?

Response must include the statement that the Jews were hated and despised by both. The Jews were regarded as a cruel and mercinary people.

2. Give two examples that prove that this feeling was unjust.

Response must include two of the following incidents from the story:

a. Isaac's gift of armor to Ivanhoe

b. Rebecca's gift to Gurth

c. Rebecca's and Isaac's decision to care for the wounded Ivanhoe.

d. Rebecca's attempt to bring a priest (Cedric in disguise) to the wounded Ivanhoe.

3. Give three examples from the story that best show Cedric's great loyalty to the Saxon cause.

Response must include item a and two others:

a. Cedric asks Athelstane to escape in his place when remaining in the castle seems to mean certain death.

b. Cedric seeks to unite the Saxons instead of setting himself up as the head of another faction.

4. What good quality do you particularly admire in both Gurth and Wamba?

Response must include reference to "loyalty."

a. What very convincing proof of this quality does Gurth give?

Response must show that while Gurth was willing to run away from the injustice of Cedric he unhesitatingly came to his aid in time of need.

b. How does Wamba give proof that he, too, has this quality, as well as great courage?

Response must include reference to Wamba's willingness to enter the castle when all others refuse. His insistence on changing places with Cedric in the face of almost certain death. Reference should also be made to the fact that his loyalty was personal, it did not extend to Athelstane.

5. Who shows herself to be the better woman in the face of danger, Rebecca or Rowena? Prove your answer by an example from the story.

Answer: Rebecca.

Proof must include statement that while Rowena merely dissolved into tears Rebecca took decisive action and got the better of De Bois-Guilbert (or her captor--his name need not be mentioned).

Scoring Key

Ivanhoe

Test Number Three

1. Both Rebecca and Isaac have performed many kindnesses without thought of any reward. Tell briefly how two of these kindnesses were repayed to them many times over.

Response must include two of the following:

a. Isaac's kindness to Locksley (or Diccon) caused his ransom to be reduced and won Locksley's aid in getting Rebecca back.

b. Rebecca's kindness to Ivanhoe may make it possible for her to have a champion to defend her in trial by combat.

c. Rebecca's kindness to Higg gained her a messenger in her hour of need.

2. Give two examples that show that De Bracy still follows some of the Code of Honor.

Response must include two of the following:

a. He does not reveal Ivanhoe's presence in the litter (or castle, or Torquilstone) to De Bois-Guilbert.

b. He keeps his promise to be a true prisoner of the Black Knight's (or Richard's) even when De Bois-Guilbert offers rescue.

c. He refuses to take part in the cowardly plot on Richard.

3. What advantages does Wamba find in the feudal way of life?

Response must include the concept of "security." This may be expressed in the pupil's own words or by example.

4. How does Prince John try to gain supporters for his plot?

Response must indicate that John offered his followers lands, positions of honor, and special privileges.

a. Give two examples.

Response must include two of the following:

a. He gave Front-de-Boeuf, Ivanhoe's lands.

b. He hints that he will give Fitzurse the position of Chancellor.

c. He hints that he will make De Bracy High Marshal of England.

5. Contrast Rebecca's trial with a present day trial. Point out five important differences.

Response must include five of the following items:

a. There would be no trial for witchcraft today.

b. The judge would be impartial.

c. The defendant would be allowed to call witnesses.

d. The evidence presented against Rebecca could not "stand up" in court today.

e. There would be a disinterested jury (or a jury

of her peers).

f. The verdict would be reached by a study of the facts, not by combat.

g. Rebecca would have the right of appeal.

Scoring Key

Ivanhoe

Test Number Four

1. Contrast the character of Richard with that of John.

Response must include at least three of the following:

a. John was cowardly; Richard was brave.

b. John was vain; Richard was not.

c. Richard was a friend of the common people; John treated them with contempt.

d. Richard was popular, commons and nobles alike rallied to his cause; John was forced to buy his supporters.

e. Richard was generous, he forgave his enemies; John did not.

2. What qualities in Richard made him a good king?

Response must include at least four of the following:

a. His friendliness to the common people.

b. His generosity

c. His natural leadership

d. His honesty and fairness

e. His loyalty to his friends

f. His bravery

3. What qualities in Richard prevented him from being a better king?

Response must include at least two of the following:

a. He was more interested in personal combat than

in the affairs of state.

b. He was too lenient with his enemies.

c. He was too impetuous.

4. Why did Cedric abandon his life-long ambition?

Response must include three of the following:

a. The prospective marriage of Rowena and Athelstane was now abandoned.

b. The Saxons were willing to accept Richard where they had opposed John.

c. Richard had persuaded Cedric to forgive Ivanhoe.

d. Richard had been Cedric's comrade-at-arms.

5. How did Rebecca show her strong character?

Response must include both of the following items:

a. She repeatedly refused De Bois-Guilbert's offers of escape.

b. She asked Ivanhoe not to fight for her, when her life was at stake, because his wounds had not healed.

Final Test

Ivanhoe

Scoring Keys

Section I	Section II	Section III	Section IV
1. ___	19. i	37. ___	55. ___
2. f	20. ___	38. ___	56. h
3. b	21. a	39. ___	57. b
4.4. ___	22. g	40. c	58. ___
5. ___	23. ___	41. e	59. d
6. g	24. ___	42. a	60. ___
7. c	25. ___	43. ___	61. f
8. ___	26. h	44. h	62. ___
9. ___	27. ___	45. ___	63. ___
10. e	28. b	46. b	64. a
11. d	29. ___	47. f	65. i
12. ___	30. d	48. ___	66. c
13. h	31. ___	49. ___	67. e
14. a	32. ___	50. ___	68. j
15. ___	33. c	51. ___	69. g
16. i	34. f	52. ___	70. ___
17. ___	35. ___	53. d	71. ___
18. ___	36. e	54. ga	72. ___
			73. ___
			74. k

Section V	Section VI	Section VII	Section VIII
75. h	93. j	107. ___	121. b
76. j	94. c	108. g	122. ___
77. ___	95. f	109. ___	123. c
78. a	96. a	110. d	124. ___
79. ___	97. g	111. f	125. d
80. f	98. ___	112. ___	126. e
81. g	99. e	113. h	127. a
82. ___	100. b	114. e	128. ___
83. b	101. i	115. e	129. f
84. d	102. d	116. b	130. ___
85. k	103. ___	117. ___	131. ___
86. ___	104. h	118. ___	132. ___
87. c	105. ___	119. a	
88. ___	106. ___	120. ___	
89. e			
90. i			
91. ___			
92. ___			

Section IX	Section X	Section XI
133. h	151. j	169. ___
134. ___	152. ___	170. f
135. c	153. b	171. ___
136. ___	154. ___	172. d
137. a	155. a	173. h
138. ___	156. c	174. k
139. ___	157. c	175. b
140. d	158. i	176. g
141. e	159. d	177. c
142. b	160. ___	178. i
143. ___	161. f	179. ___
144. ___	162. ___	180. j
145. ___	163. ___	181. ___
146. g	164. ___	182. ___
147. ___	165. g	183. a
148. i	166. ___	184. ___
149. ___	167. ___	185. e
150. f	168. h	186. ___
		187. k
		188. ___

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